

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>8.3.1</b> Mirror of murder	<b>Narrative</b>	<b>Short story (Gothic fiction / horror)</b>	<b>Tales of the unexpected</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Narratives</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>interpreting and analysing the ideas in short stories, identifying combinations of setting, plot and characterisation typically associated with Gothic fiction/horror</li> <li>Exploring language choices, literary devices and recurring motifs in Gothic fiction/horror</li> <li>Identifying and interpreting intertextual references in texts</li> <li>Evaluating the quality of texts, including how they represent literary traditions and genres</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context	ACELT1626
			Examining literature	ACELT1629 ACELT1630 ACELT1767
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To entertain readers by engaging them in a modern Gothic fiction</li> <li>In the form of a short story</li> <li>For a young adult audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Brief introduction to the setting and main character (Orientation stage)</li> <li>Series of mysterious and inexplicable events involving a rising sense of tension and dread (Complication stage)</li> <li>Implied tragic/horrific ending (Resolution stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Specific nouns to refer to people, places and settings, including traditional Gothic archetypes (e.g. innocent victim, supernatural forces)</li> <li>Adjectives and adjectival phrases that build detailed descriptions</li> <li>Evocative and figurative language, including similes and personification</li> <li>A wide range of verbs including action, relating and sensing verbs</li> <li>Adverbs and adverbial phrases that indicate when, where and how events happen</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Literature	Examining literature	ACELT1629 ACELT1630 ACELT1767
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Evocative language (evoking feelings and images, creating mood)</li> </ul>	Language	Expressing and developing ideas	ACELA1547
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using full stops, commas and exclamation marks in sentences</li> </ul>	Language	Text structure and organisation	ACELA1544 ACELA1532
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Adverbial phrases (time, place, accompaniment)</li> <li>Embedded adjectival clauses</li> </ul>	Language	Expressing and developing ideas	ACELA1545 ACELA1523

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Text	Type	Form	Topic	
<b>8.3.2</b> Who lives, how long?	<b>Report</b>	<b>Online 'expert' talk (transcript)</b>	<b>Life expectancy in Indigenous and non-Indigenous groups</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Reports,</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in an expert talk</li> <li>Identifying the use of language to represent Indigenous Australians and position readers' perceptions of this group</li> <li>Recognising and explaining different viewpoints represented in texts</li> <li>Evaluating the quality of texts, including acknowledgement of the source of information provided in texts</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Responding to literature	ACELT1628 ACELT1807
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To classify and describe the life expectancy trends for Indigenous and non-Indigenous people, with a focus on the differences between the two groups</li> <li>In the form of an expert talk</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the focus of the text, including a definitive statement about the life expectancy rates of Indigenous and non-Indigenous people in Australia and the significance of the difference in these rates (General Classification stage)</li> <li>More detailed description of the difference in life expectancy rates between the two groups, the factors that contribute to this difference and what could be done to address the gap (Description stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Everyday and technical language associated with Indigenous health, including general nouns and descriptive adjectives</li> <li>Use of nominalisations, abstract nouns and expanded noun groups to refer to and describe broad trends and overall conditions</li> <li>A variety of verb types, including relating and action verbs</li> <li>Auxiliary verbs that express probability and obligation</li> <li>Use of degree adverbs to intensify the meaning of other words and phrases</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Expressing and developing ideas	ACELA1547
			Text structure and organisation	ACELA1809
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Common spelling patterns and strategies (breaking words up into syllables, 'ea', 'ous', double consonants, using 's' for a /z/ sound)</li> </ul>	Language	Expressing and developing ideas	ACELA1549
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using commas to separate introductory expressions, phrases and clauses</li> </ul>	Language	Text structure and organisation	ACELA1544 ACELA1532
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Verb groups and complex verbs</li> <li>Sentences with grammatical Themes (dependent clauses)</li> </ul>	Language	Expressing and developing ideas	ACELA1545 ACELA1523

**Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures**

# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>8.3.3</b> Why children need adventure play spaces	Explanation	Submission to local planning authority	Public playgrounds	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Explanations</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in an extract from a submission to a local planning authority</li> <li>Evaluating the quality of texts, including the use of evidence and expert sources to add authority to texts</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To explain why adventure play spaces are good for children's development</li> <li>In the form of a submission to a local city council</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of adventure play spaces and their benefits for children as the focus of the text (Phenomenon Identification stage)</li> <li>More detailed and technical explanation of how adventure play spaces contribute to positive development in childhood and later life (Explanation Sequence stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Technical language related to the effects of adventure play spaces on human development, often arranged in expanded noun groups</li> <li>Action and relating verbs written in the present tense</li> <li>Adverbs and adverbial phrases of time, place, manner and reason</li> <li>Text connectives that express cause-and-effect relationships</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1766 ACELA1809
			Expressing and developing ideas	ACELA1547
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Technical language (human behaviour and development)</li> </ul>	Language	Expressing and developing ideas	ACELA1547
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using colons, semicolons and commas in lists</li> </ul>	Language	Text structure and organisation	ACELA1544
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Text connectives (causal)</li> <li>Compound-complex sentences</li> </ul>	Language	Expressing and developing ideas	ACELA1545 ACELA1534
			Text structure and organisation	ACELA1809

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# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>8.3.4</b> The rat was framed!	<b>Exposition</b>	<b>Speech given to launch a new book</b>	<b>The Black Death in Europe and Asia in the Middle Ages</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Expositions</li> <li>Predicting, confirming and monitoring meaning</li> <li>Understanding, identifying, interpreting and analysing the issues and arguments presented in a speech launching a book about the role of rats in the spread of the bubonic plague</li> <li>Recognising and explaining a particular viewpoint on historical events</li> <li>Exploring the language used to represent rats and to position readers to respond to this species</li> <li>Evaluating the quality of texts, including how they persuade readers to accept particular ideas, attitudes and actions</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context Responding to literature	ACELT1626 ACELT1628 ACELT1807
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To express a single viewpoint about the misrepresentation of rats as the cause of the spread of the Black Death, with the intention of persuading others to agree with this view</li> <li>In the form of a speech</li> <li>For for a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the focus issue, with a clear statement that the rat has been wrongly blamed for the spread of the bubonic plague in the Middle Ages (Contention stage)</li> <li>A series of arguments supporting this view, including evidence and examples related to the spread of the plague (Arguments stage)</li> <li>Restatement of speaker's overall viewpoint and redirection of blame to humans</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language expressing the writer's judgements about rats and the spread of the Black Death, including modal verbs</li> <li>General and abstract nouns related to the topic</li> <li>Adjectives, adjectival phrases and adjectival clauses that build detailed descriptions of events and actions</li> <li>Relating, action and saying verbs that express direct actions and states of being</li> <li>Text connectives that link arguments and supporting evidence across sentences and paragraphs</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1543 ACELA1766
			Expressing and developing ideas	ACELA1547
		Literature	Responding to literature	ACELT1627 ACELT1807
Examining literature	ACELT1767			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using language to create tone</li> </ul>	Language	Expressing and developing ideas	ACELA1547
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using dashes to separate ideas and additional information in sentences</li> </ul>	Language	Text structure and organisation	ACELA1544
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Degree adverbs</li> <li>Embedded adjectival clauses</li> </ul>	Language	Expressing and developing ideas	ACELA1545 ACELA1534 ACELA1523

# Australian Curriculum mapping: unit details

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Text	Type	Form	Topic	
<b>8.3.5</b> Dr Louise Ryan: from Sydney to Harvard and back	<b>Recount</b>	<b>Who's Who entry (focus on chronology)</b>	<b>Women in mathematics and technology</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Recounts</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in a <i>Who's Who</i> entry</li> <li>Exploring how visual and verbal modes of representation, including images, direct quotes and prose, can be combined to convey meaning</li> <li>Evaluating the quality of texts, including the use of layout variations and visual images to present factual information</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734 ACELY1735
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To reconstruct a sequence of events in the life of Dr Louise Ryan, with a focus on her early interest in mathematics, career highlights and current research interests</li> <li>In the form of a <i>Who's Who</i> entry</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to Dr Louise Ryan and her life as a mathematician (Orientation stage)</li> <li>Series of events tracing Dr Ryan's early interest in mathematics, her undergraduate and postgraduate studies and work at Australian and American universities, and her most recent appointments in Australia (Series of Events stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General, specific and proper nouns that refer to people, places and events</li> <li>Adjectives and adjectival phrases that describe nouns in more detail</li> <li>Action, relating, sensing and saying verbs</li> <li>Specific dates to indicate time sequence</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1766 ACELA1809
			Expressing and developing ideas	ACELA1547
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Common spelling patterns ('tion', 'ity', letters with more than one sound)</li> </ul>	Language	Expressing and developing ideas	ACELA1549
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using colons to separate titles and subtitles</li> </ul>	Language	Text structure and organisation	ACELA1544
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Relating verbs</li> <li>Sentences with grammatical Themes (adverbs, adverbial phrases, text connectives)</li> </ul>	Language	Expressing and developing ideas	ACELA1482
			Text structure and organisation	ACELA1809 ACELA1505

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Text	Type	Form	Topic	
<b>8.3.6</b> Teen adventure camps under scrutiny	<b>Discussion</b>	<b>Twitter thread</b>	<b>Risk-taking and human development</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Discussions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in a Twitter thread</li> <li>Recognising and explaining different viewpoints represented in texts</li> <li>Identifying how language is used to represent particular groups</li> <li>Evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and/or actions</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1732</b> <b>ACELY1733</b> <b>ACELY1734</b>
		Literature	Responding to literature	<b>ACELT1628</b> <b>ACELT1807</b>
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To examine different and/or opposing viewpoints on the use of outback survival camps for children and teens with extreme social and behavioural problems</li> <li>In the form of a series of Twitter posts</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to the focus issue, through a summary of the debate over government-funded adventure camps for ‘troubled teens’ (Issue Statement stage)</li> <li>Series of posts advocating or opposing the use of outback survival camps as therapy for children and teenagers with extreme social and behavioural problems (Arguments stage)</li> <li>No evident summary or on-balance judgement related to the issue (Conclusion stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>General nouns related to the adventure camps for troubled teens</li> <li>Adjectives and adjectival phrases to build detailed descriptions</li> <li>A wide range of verb types, including relating and saying verbs</li> <li>Modal verbs that indicate levels of certainty, probability and/or obligation</li> <li>Adverbs and adverbial phrases to indicate where, when, how and why things happen</li> <li>Speech-like sentence patterns and sentence fragments, reflecting the informal social media context</li> </ul>	Literacy	Interpreting, analysing, evaluating	<b>ACELY1732</b>
		Language	Text structure and organisation	<b>ACELA1543</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Evaluative language (conveying judgement)</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1547</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using apostrophes to indicate contraction</li> </ul>	Language	Text structure and organisation	<b>ACELA1544</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Use of ellipsis in sentences</li> </ul>	Language	Expressing and developing ideas	<b>ACELA1545</b> <b>ACELA1536</b>
			Text structure and organisation	<b>ACELA1809</b>

# Australian Curriculum mapping: unit details

V1. 2019

Text	Type	Form	Topic	
<b>8.3.7</b> Give athletes a break	<b>Exposition</b>	<b>Newspaper feature article (online)</b>	<b>Sport and role models</b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of Expositions</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Identifying, interpreting and analysing the issues and arguments presented in a feature article, including the use of supporting evidence and examples</li> <li>Recognising and explaining a particular point of view on a social issue</li> <li>Exploring the language used to represent athletes and position readers to view them as 'ordinary citizens'</li> <li>Evaluating the quality of texts, including how they position readers to accept particular ideas, attitudes and actions</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Literature and context	ACELT1626
			Responding to literature	ACELT1628 ACELT1807
		<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>To present one view on the question of whether sports heroes should be exempt from the usual rules of society, with the intention of persuading others to accept this viewpoint</li> <li>In the form of a feature article</li> <li>For a specific audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Identification of the focus issue, through a direct appeal for readers to consider the question of what happens when sports heroes make a mistake off the field (Contention stage)</li> <li>A series of arguments in defence of sports heroes' rights and responsibilities on and off the field (Arguments stage)</li> <li>Clear statement of the writer's viewpoint on the expectations the public needs to place on sports heroes</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Evaluative language (including nouns, verbs, adjectives and adverbs) that expresses positive and negative value judgements</li> <li>Modal verbs that express levels of certainty and obligation</li> <li>Abstract and general nouns related to the topic; adjectives, adjectival phrases and adjectival clauses that build details</li> <li>Relating, action, sensing and saying verbs that express a wide range of actions and states</li> <li>Text connectives that link arguments and supporting evidence across sentences and paragraphs</li> </ul>	Literacy
Language	Text structure and organisation			ACELA1543 ACELA1766
	Expressing and developing ideas			ACELA1547
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Common spelling patterns in words associated with social issues (hard and soft 'c', using 's' for a /z/ sound, using 'y' for a short /i/ or long /e/ sound)</li> </ul>	Language	Expressing and developing ideas	ACELA1549
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using quotation marks (direct speech, showing words have been used in a specific or exaggerated way)</li> </ul>	Language	Text structure and organisation	ACELA1544
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Nominalisations</li> <li>Sentences with grammatical Themes (adverbs, adverbial phrases and adverbial clauses)</li> </ul>	Language	Expressing and developing ideas	ACELA1545 ACELA1546
			Text structure and organisation	ACELA1809

Text	Type	Form	Topic	
<b>8.3.8</b> The impossible journey	<b>Text Response</b>	<b>Critique / satirical essay</b>	<b>The concept of time in Sendak's <i>Where the Wild Things Are</i></b>	
Learning area	Content	Strand	Sub-strand	Code
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>Structures and language features of persuasive texts</li> <li>Understanding, predicting, confirming and monitoring meaning</li> <li>Interpreting and analysing ideas in a critical essay</li> <li>Recognising and responding to intertextual references in texts</li> <li>Analysing the use of literary techniques, devices such as irony and deliberate language choices</li> <li>Evaluating the quality of texts, including strategies used to position readers to accept a particular viewpoint</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732 ACELY1733 ACELY1734
		Literature	Examining literature	ACELT1629 ACELT1630 ACELT1767
<b>Writing</b>	<p><b>Purpose, text type/form, audience:</b></p> <ul style="list-style-type: none"> <li>A personal response to the popular children's classic <i>Where the Wild Things Are</i></li> <li>In the form of a critique</li> <li>For a general audience</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Brief summary of the plot of the focus text (Description stage)</li> <li>Series of judgements about the text, including a rejection of the timeline represented in the text and the proposal of an alternative 'reading' of the text (Judgements stage)</li> </ul> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>Topic-specific language, including nouns and adjectivals arranged in expanded noun groups</li> <li>Evaluative language to express judgements; a range of modals, including modal verbs and adverbs to express degrees of certainty</li> <li>A range of verbs including relating and action verbs</li> <li>Adverbs and adverbial phrases indicating the time, manner and intensity of events</li> </ul>	Literacy	Interpreting, analysing, evaluating	ACELY1732
		Language	Text structure and organisation	ACELA1543
			Expressing and developing ideas	ACELA1547
Literature	Examining literature	ACELT1629 ACELT1630 ACELT1767		
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spelling patterns (short vowels, long vowels, silent 'e')</li> </ul>	Language	Expressing and developing ideas	ACELA1549
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using quotation marks (indicating direct quotes from another text)</li> </ul>	Language	Text structure and organisation	ACELA1544
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Embedded adjectival clauses</li> </ul>	Language	Expressing and developing ideas	ACELA1545 ACELA1534 ACELA1522
			Text structure and organisation	ACELA1809